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ABSTRACT

This interim guide develops a new high school option, Lifestyles 205 and provides teachers with a curriculum for a lifestyles studies course for grade 11 or 12. The course includes several major components that emphasize the roles of the developing individual as a producer and consumer and as a family and community member. Major functions of the program are to expand areas of choice, to confirm choice as a normal and valuable human process, and to facilitate changes in student attitudes and behavior. An "Overview" section presents the rationale and lists goals and objectives. The "Implementation" section covers program design for offering lifestyles studies as a full course or as two half-credit courses, teaching methodology, students with special needs, and evaluation. The course is composed of three units: personal development (40 hours), the consumer and producer (40 hours), and interpersonal relationships (40 hours). Each unit is based on major concepts for which are provided student objectives with corresponding content outline and suggested activities. Listings for resource material for each unit are appended. (YLB)

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LIFESTYLES 205
INTERIM GUIDE

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The interim guide for Lifestyles 205 replaces the pilot guide tested in some Manitoba schools during 1981-1982. This guide develops a new high school option and is subject to further revision on the basis on information received from schools during 1982-1983.

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Brenda St. Hilaire
Chairperson
R. D. Parker Collegiate
Mystery Lake S.D. #2355

Elaine Adam
Faculty of Human Ecology
University of Manitoba

Henry Block
Garden Valley Collegiate
Garden Valley S.D. #26

Erna Braun
Churchill High School
Winnipeg S.D. #1

Richard Carreiro
Faculty of Education
University of Manitoba

Hebert Huberdeau
St. Boniface S.D. #4

Naymath Hussain
Sakeeng School
Federal S.D. #53

Marlene Penner
Rossburn Collegiate
Pelly Trail S.D. #37

Ted Venzel
Kildonan East School
River East S.D. #9

Consultant to the Committee:

Monty Szakacs
Curriculum Development & Implementation Branch
Department of Education

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Arpena Babian
Glenlawn Collegiate
St. Vital S.D. #6

Marion Bourdon
Glenlawn Collegiate
St. Vital S.D. #6

Rudy Schultz
West Kildonan Collegiate
Seven Oaks S.D. #10

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OVERVIEW

OVERVIEW

INTRODUCTION

Lifestyles 205 includes several major components which emphasize the roles of the developing individual as a producer and consumer, and as a family and community member. Lifestyles relates directly to the learners' perceptions of themselves by focusing on the choices people make to reflect the lifestyle they want to attain. Major functions of the Lifestyles program are to expand areas of choice, to confirm choice as a normal and valuable human process, and to facilitate changes in student attitudes and behaviour.

This guide provides an opportunity for students to understand the individual and his or her interaction within the family, with the community and with the environment, by examining the complex variety of alternatives and thinking processes in approaching life decisions. Students should seek information with the intent of optimizing the decision-making process. The course will integrate knowledge with valuing in order that students might translate information into their own life situations.

With such expectations, it is reasonable that Lifestyles 205 be a grade eleven or twelve level program, suitable to all students regardless of achievement or experiential background.

RATIONALE

Many changes in society increase the need for a lifestyles course at this time. We live in an age of change in the physical and social environments. There is an increased body of knowledge and choices to be made from a proliferation of material goods and lifestyles. Diversity of family groupings, a high degree of socio-economic and geographic mobility, and the profound impact of media have increased the variety of reference groups and models from which young people make choices of what constitutes a satisfying lifestyle.

In a changing world, students will need to maintain a degree of flexibility. They must make and assess their everyday decisions while recognizing their responsibilities to themselves and others, as well as to the environment with which they interact.

The Lifestyles guide will help students to resolve current issues by personal and cooperative action, by expanding an awareness of self into an awareness of community, and by developing skills which will enable students to evaluate and integrate new-found knowledge into a viable, personal lifestyle. The application of this knowledge, to areas such as decision-making, nutrition, consumer education and human development, will enable students to make better informed choices. The program provides an examination of the interaction among the many factors involved in establishing a viable lifestyle.

GOALS AND OBJECTIVES

GENERAL GOALS

The general goals of the Lifestyles 205 program are as follows:

- To develop in students knowledge, skills, understanding, and character traits that are essential for the individual's physical, mental and emotional well-being.

- To develop in students knowledge, skills, understanding, and character traits that are important to the students'

understanding of the social, political, cultural, and economic environment.

- To develop in students skills and understanding that will encourage them to accept responsibility for shaping and directing their lives.

OBJECTIVES

One of the main objectives of this program is to encourage students to identify, formulate and discover for themselves instead of simply absorbing facts, opinions and conclusions. It is important for students to discuss and analyze both their own and others' attitudes, ideas and feelings. This will assist students in critical thinking, developing skills of data collection and interpretation, and the drawing of conclusions. It is intended that students will participate effectively in individual and group activities, listen to the opinions of others, and play an active role in society. Although the Lifestyles program is designed to achieve these objectives, it may not be possible to attain all of them with each student because some must be regarded as lifelong goals.

Specific Objectives

The specific objectives for each section of this guide are as follows:

Personal Development

The student should be able to:

1. Identify a concern related to personal development.
2. Identify the components of healthy human development.
3. Define the concept of full and healthy development.
4. Relate the consequences of lifestyle choices to self and family.
5. Identify the major factors affecting physical health, positively or negatively.
6. Relate the role of nutrition to maintaining good health and fitness.
7. Identify circumstances which dictate special nutritional requirements.
8. Appraise their own nutritional status.
9. Relate the world's food resources to the philosophy of the conserver society.
10. Identify costs of primary and secondary proteins.
11. Examine food alternates.
12. Predict future eating patterns.
13. Identify current nutritional controversies.
14. Appraise sources of nutrition information.
15. Describe the interconnectedness of food production, food processing and nutrients.
16. Identify and discuss additives in food.
17. Describe the interaction of various foods and drugs.
18. Relate dental health to general health.
19. Describe the interrelationships among exercise, good health and fitness.
20. Explain the importance of safe and healthful workplaces.
21. Categorize decisions.
22. Use the decision making strategy.
23. Relate the decision making process to community and family choices.
24. Generalize that decisions are not isolated situations.
25. Illustrate the relationship between values and action.
26. Identify sources of self-knowledge and positive self-esteem.
27. Explain stress and stress management.

Consumer and Producer

The student should be able to:

1. Distinguish among accumulation, consumption, and destruction.

2. Generalize that expenditures are based on values assigned to needs and wants.
3. Describe the conflict between the consuming individual and the conserver society.
4. Identify major expenditures.
5. Demonstrate an understanding of the concept of credit.
6. Identify legislation and agencies affecting consumers as purchasers, tenants, or borrowers.
7. Identify responsible consumerism.
8. Identify security programs.
9. Identify a variety of ways in which people produce goods.
10. Identify a variety of ways in which people receive and/or provide services.
11. Demonstrate an understanding of the concept of work.
12. Identify the roles of paid and unpaid work in one's life.
13. Identify various rewards and frustrations from working.
14. Investigate the methods of career selection.
15. Distinguish among a variety of working situations.
16. Describe ways of organizing work and the workplace.
17. Explain the effect of career choice on lifestyle.
18. Describe the changing roles of men and women in the workplace.
19. Describe the role of young people in the workplace.
20. Demonstrate an understanding of the changing roles of minority groups in the workplace.
21. Distinguish among the relationships which develop within the workplace.

Interpersonal Relationships

The student should be able to:

1. Explain ways to meet personal needs and promote individual and family well-being.
2. Demonstrate an awareness of personal values and resources by taking part in simulated experiences.
3. Distinguish personal communication styles.
4. Demonstrate an understanding of ways of analyzing human interaction and dynamics.
5. Develop an understanding of self as a sexual being.
6. Demonstrate an acceptance of others as unique individuals.
7. Examine the special needs of minority groups, such as the handicapped and the aged.
8. Examine community agencies providing services to minority groups.
9. Demonstrate ways of working cooperatively to improve the community's caring resources.
10. Identify basic needs of family members in relation to life cycle stages.
11. Compare alternative family groupings.
12. Compare roles and goals of family members.
13. Explain how the family contributes to the development of its members.
14. Identify pressures upon the contemporary family.
15. Evaluate the influence of major external forces on the family.
16. Examine parenting.
17. Identify special needs of parents.
18. Identify techniques for assisting and supporting parents.
19. Describe community agencies providing care for children and assistance for parents.
20. Identify stress and crises in the family.
21. Appraise legislation and agencies affecting family life.

IMPLEMENTATION

IMPLEMENTATION

PROGRAM DESIGN

The Lifestyles studies course is composed of three units:

Section A - Personal Development - 40 hours
Section B - The Consumer and Producer - 40 hours
Section C - Interpersonal Relationships - 40 hours

The hours assigned to each section are suggestions only. The time alloted to each section will vary according to the particular skills of the students involved.

Lifestyles studies may be offered as a full course requiring 110-120 hours of class time, or may be offered as two half-credit courses, as follows:

60 hours	Part A - Personal Development Part B - The Consumer
60 hours	Part C - Interpersonal Relationships Part B - The Producer

Several programs in the high school, such as home economics, biology, social studies, guidance, business education and physical education, are closely related to the Lifestyles 205 program. It is advisable that teachers of this course have a strong background in psychology, sociology and/or human development. As well, the teacher's interest in areas relevant to the program (such as nutrition or consumer advocacy) should be considered. It is important to emphasize the validity of a wide range of lifestyles.

Orientation sessions, which will be available from the Department of Education, should provide assistance to the teachers involved. All teachers within the school should receive some information so they become familiar with the content and goals of the course.

SCOPE AND SEQUENCE

Lifestyles 205 has been designed to allow either a linear progression through sections A, B and C; or a varied order of progression through the sections as discrete units. This flexibility should enable teachers to adapt the sequencing to available human and physical resources.

TEACHING METHODOLOGY

This program seeks to support viable attitudes and behaviours and to alter non-viable ones. Imparting information or developing concepts is unlikely to have much impact upon behaviour without interaction of knowledge and values. In addition to providing information and fostering conceptual understanding, this course must involve students as actively as possible, appealing to their emotional and social experiences as well as to their intellects. The students already have developed lifestyles reflecting their own personal, economic, and social experiences and perceptions. They consider their status and outlooks quite satisfactory; indeed, in many cases, they have made valid and appropriate choices. Their families and friends also may have resolved their lifestyle questions effectively. The learning process should reinforce the idea that people can make very different but appropriate choices and that there are various workable solutions to problems. The program should encourage the exploration of new approaches and expand the perception of alternative, satisfactory solutions.

Because the range of Lifestyles studies is so extensive, it will be necessary for the teacher to emphasize some parts of the course over others. There are more learning experiences than can be completed in the alloted time. It is recommended that the teacher read through the entire curriculum guide and priorize the learning experiences. Choose experiences according to your personal strengths, resources and other teachers available within the schools. The resources matched to each objective are suggestions and should be revised and updated continually in order to maintain relevancy.

Team teaching would be appropriate for Lifestyles 205. If team teaching is applied, it is strongly recommended that one teacher be designated to coordinate the course. Lifestyles 205 may be presented best through a variety of teaching approaches. Some possibilities follow.

Seminar Approach

The seminar approach encourages students to take active roles in learning by selecting topics, researching and presenting an explanation in class. It is important the instructor selects vital problems to ensure the participation of the entire class and to avoid seminars becoming individual "performances." The following examples of stimulating topics can serve as a guide:

- the effects of the increasing number of fast food outlets;
- the effect of the media on Canadian consumption patterns;
- how the family is affected by external economic, social and political forces.

The Thematic Approach

The thematic approach emphasizes a theme or "concept" to provide a continuous focus which illustrates the relationship between cause and effect and the importance of decision making.

The Inquiry Approach

The inquiry approach is based on problem solving and inductive learning. It can teach students how to tackle problems to examine evidence critically and to reach their own conclusions. Motivation should be generated as a result of the students' active involvement in exploring and investigating questions.

The Problems Approach

The problems approach involves the student's seeing answers to a problem through a process of analysis. The facts are a means to an end. Central problems can be identified; for example:

1. How can infant mortality or damage at birth be reduced?
2. How can individuals improve their level of physical fitness?

The teacher using this approach is cautioned to avoid the implication that all of life is a series of crises.

Interdisciplinary Approach

Lifestyles studies are, by nature, interdisciplinary. The approaches, skills and concepts of many subject disciplines enrich the study. This approach requires that subject area specialists set aside their traditional subject area orientation and take a broader outlook on the issues facing young people in Canadian society.

The Public Issues Approach

This approach explores issues which have become

public through the news media, magazines, lobby groups or community groups. Through these issues, students examine approaches and viable alternatives.

The Formal Lecture Approach

The occasional lecture or series of lectures can add variety to a course. A well-planned lecture, properly researched, can be stimulating. Lectures can be used to introduce and elaborate on main ideas.

Group Work

Group work should provide opportunities for interaction, sharing, and the possibility of developing common perceptions. In group work, it is essential that the teacher clearly spells out the goals of the activity and limits the duration. Groups should be composed of a variety of students so that discussions elicit varying viewpoints.

Field Studies

Field study exercises are an excellent way of broadening a student's social awareness.

Audio Visual Presentations

Films can be used to introduce topics for in-depth analysis or to provide a summary or synthesis of a theme. Use video tapes, slide tapes and audio tapes. Some films suggested are:

1. "Fetal Alcohol Syndrome" and "Crisis for the Newborn" from the Alcohol Foundation of Manitoba.
2. "For Tomorrow We Diet" from the Department of Health and Community Services.
3. "Eating on the Run" from the Home Economics Directorate, 880 Portage Avenue, Winnipeg, Manitoba, R3G OP1.

STUDENTS WITH SPECIAL NEEDS

Students with special needs are those with handicaps, whether physical, cultural, emotional or intellectual, those who have been identified as slower learners, and those who are gifted or talented. Students in each of these groups require programs that will meet their needs. Some suggestions for modifying the program are discussed below.

Handicapped Students

The educational philosophy currently favoured for dealing with handicapped students is normalization, a philosophy that, in many cases, has resulted in the mainstreaming of these individuals. However, a key concept of normalization is the "least restrictive placement" which implies that not all special needs students should be mainstreamed.

Integration into the regular program will depend upon a thorough identification of and attention to the needs of special students. These needs can be assigned to one of the following four categories:

Physical	- general health disability, deafness or hearing impairment, blindness or visual impairment, orthopedic handicap.
Cultural	- inadequate language development or experiences for growth.
Emotional	- problems with personal relationships, mental illness.
Intellectual	- underdeveloped cognitive ability, especially in the areas of conceptualization and abstract thinking.

Students with needs in any of these categories may be mainstreamed depending on the degree of the need, but there are at least three conditions which may be considered essential for successful mainstreaming.

1. Good communication must exist among the student, classmates and teacher.
2. The student must be socially acceptable to the class.
3. The student's intelligence and background must enable him/her to adapt to the program content and demands, to whatever extent it is modified.

Not all special need students will have significant intellectual or physical handicaps. Indeed, the majority of students labelled "slow learners" come from cultural or socio-economic environments that differ from the norm. Whether such students simply learn more slowly or whether their potential for learning is inherently limited is a subject of considerable academic debate. The progress of students who have been identified as slower learners should be monitored closely.

Modifying the Program

Student background and experience--including interests, motivation-- are the most important factors in determining the extent to which a handicapped student or slower learner may be accommodated in the regular program. Consideration of these factors, as well as of a student's cognitive ability, his or her learning strengths and weaknesses, should determine the selection of appropriate teaching strategies and materials. The Lifestyles program is concerned with helping all students, whether slower or gifted, to establish a personal viable lifestyle. Therefore, specific program modifications for special needs students, other than the handicapped, have not been identified, in order to emphasize that all students must make individual choices, based on what is realistic and appropriate for them. Some specific suggestions for modifying the program are listed below.

1. Choose those options in this guide whose content is appropriate to student background, or use new content commensurate with the overall objectives.

2. Select materials appropriate to the student's reading level. If there is a foreign language problem, use E.S.L. teaching materials developed by the Department of Education.

3. Be aware of the student's preferred learning modality; i.e., is he/she a better visual, auditory or tactile/kinesthetic learner? Use the stronger modality.

4. Teach from the concrete to the abstract. Use a "life skills" approach.

5. Enhance the student's self-concept by providing activities which will assure recognizable achievement.

6. Be sure the student knows exactly what is required. Give clear instructions to minimize misunderstanding. Teach one skill or objective at a time. Use only one sensory approach at a time to avoid student confusion.

7. Use community resources. Develop activities so that students see the practical value and application of what they learn in class.

EVALUATION

Evaluation of the course should come from both teachers and students, and should be based on how well the students have achieved the stated objectives rather than how well they have mastered content.

Teachers can evaluate the program for clarity, coherence, currency, scope, flexibility, availability of materials, student interest and participation, and effectiveness in achieving its general objectives. Questions may be asked such as: Was it suitable for all students? Was there any indication of parent or community reaction? What changes would they suggest? Would they like to teach it again?

For purposes of up-dating the course, consider long term, follow-up evaluation through a questionnaire or interview.

Student Evaluation

Teachers will want to evaluate students in ways which reflect the methodology and the objectives of the course. Because it is very much an activity course, students will receive credit for effective participation: listening and communicating, initiative, imagination, judgement, leadership, cooperative enterprise, responsibility and reliability, using new skills and understanding, presentations, and the personal portfolio. They will also be evaluated on written responses to questions about the course's basic concepts and on connecting a given lifestyle to relevant internal and external factors, relating a given lifestyle to decisions about differing value systems, associating personal choices with community issues, appraising data and opinion, analyzing situations, and illustrating decision making processes. Students can be given cases to analyze and make decisions about, with credit given for the analysis and rationale rather than the decision itself.

Students' self-evaluation should be a major factor. Students can be asked to rate their own participation. They can assess changes in their understanding of basic concepts, their analytical skills, and their self-knowledge. They can also rate whether they are more willing to reach decisions and act on them.

SECTION A - PERSONAL DEVELOPMENT

PERSONAL DEVELOPMENT

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
I. DECISION MAKING IN RELATION TO LIFESTYLE CHOICES		Have each student begin a personal portfolio of class assignments and other relevant materials.
The student should be able to: 1. identify a concern related to personal development;	Identification of components of healthy human development: - physical factors - emotional factors - mental factors - social factors	On the basis of each student's personal perception, brainstorm the components of healthy human development, arriving at a class consensus.
2. identify the components of healthy human development;	Interconnectedness of components: - examine effect of choices on quality of life	Discuss: - relationships among the components - consequences of these choices - costs of these choices
3. define the concept of full and healthy development;	The concept of full and healthy development: - definition of healthy human development	Brainstorm a class definition of healthy human development. Compare this with the World Health Organization definition. Note the differences and similarities. From both the above definitions, isolate a list of specific components that are relevant to your class and your area.
4. relate the consequences of lifestyle choices to self and family.	The concept of lifestyle: - definition of lifestyle - effect of lifestyle choices on quality of life - personal lifestyle choices - evaluation and subsequent choices	Have students: - list their activities for the past week - share the list with the class, emphasizing that lifestyle is equated to personal choices In their personal portfolios, have students: - write a personal definition of healthy human development that is relevant to them - list the resources and activities that contribute to this, adding one new activity

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- sign and contract a commitment to the new activity for a limited time; e.g., walk to school for one week Have students evaluate the definition and list of resources and activities in their portfolios throughout the course and revise as necessary. Resources: Of Children, Wadsworth Publishers Peoplemaking, Science and Behaviour Books
II. MAJOR FACTORS INFLUENCING PHYSICAL HEALTH AND DEVELOPMENT The student should be able to: 1. identify the major factors affecting physical health, positively or negatively;	Physical health and development: a) major factors affecting physical health and development b) lifestyle health problems: - sedentary vs. active lives - smoking vs. non-smoking c) interrelationship among factors such as diet, exercise, and preventative medical care d) distinguish among: - positive health, disabilities, and freedom from disease - health maintenance - early detection and clinical treatment	Using the pamphlet, Change Your Lifestyle and Start Feeling Good (Saskatchewan Health, 3475 Albert Street, Regina) as a resource, have students select from the previous list those factors which affect physical health and development only. Discuss: - difficulty of segregating one aspect (i.e., physical) of healthy human development - positive health vs. freedom from disease - health maintenance vs. early detection and clinical treatment

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
2. relate the role of nutrition to maintaining good health and fitness;	Importance of diet to physical health: a) students' experiences and perception of food	Have students work in pairs and design a meal for their partner without checking his or her tastes. Have partners share their feelings about the meal prepared for them. Food model cards or food pictures could be used to "prepare" the meal instead of using a written menu. Brainstorm: "Why Do We Eat?"
	b) the role of food in the body	Give nutrition pre-test (Butterick Nutrition Basics Kit).
	c) four food groups: - leader nutrients - functions	Itemize foods into the four major food groups. Identify the leader nutrients in each group. Identify the major function of the nutrients. Itemize the leader nutrients in the meal designed for a partner. Check tables of recommended minimum daily requirements and see if the designed meal provided 1/3 of them (Butterick Nutrition Basics - Transparency 3).
	d) factors affecting minimum daily requirements: - of nutrients - of calories	Check tables of male/female minimum daily requirements for nutrients and calories. Discuss reasons for differences: - height and weight - % muscle - % bone - menstruation - needs during pregnancy and lactation - work habits - activity levels

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Discuss the changing lifestyles of men and women in relation to minimum daily recommended requirements; i.e., labouring jobs require more energy and, therefore, require more food. Men or women in these field require a greater caloric intake. Additional Resources: - Canada's Food Guide Handbook - Nutrition Kit from Manitoba Milk Marketing Board - Selected Nutrition Teaching Aids, Health and Welfare Canada - Nutrient Value of Some Common Foods, Health and Welfare Canada
	e) individual energy requirements: - energy-yielding nutrients (fat, protein, carbohydrates) - activity levels for different work loads and leisure activities - definition and calculation of basal metabolism	Using food comparison cards, compare the caloric value of foods high in fat, protein or carbohydrates. Discuss the energy values of each. Assist each student to calculate his/her own basal metabolism rate and the energy requirements for daily activities. Add these together to calculate each student's daily caloric requirements (see Nutrition Kit, Milk Marketing Board). Obtain tables showing average number of calories used in various activities for a specified length of time: - bicycling - swimming - dancing, etc.
	- caloric requirements for various levels of activity (work loads, leisure time activities)	Have students determine caloric intake vs. caloric expenditure in various leisure time activities.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Have students prepare a bulletin board display of pictures illustrating these foods and activities. Have students suggest caloric requirements for different jobs. - teacher - carpenter - ballet dancer - fisher - football player - doctor - secretary Make a bulletin board display of jobs with low-, medium- and high-caloric requirements. Resources: - Nutri-Score, Methuen Publishers - Food for Top Performance, Home Economics Directorate (pamphlet)
	f) diets: - quantity of food allowed - quality of food - cost	Have students assess diets from various sources: - newspaper - magazine - doctors - diet organizations (See Butterick Nutrition Basics - Transparency 5.)
	- exclusions of food groups in the diet	Estimate caloric content and leader nutrient content from food groups.
	- psychology of	Discuss or invite a speaker to address the pros and cons of the various diets in terms of nutrient content and psychological aspects.
	- supplements	Discuss the necessity of vitamin supplements as related to diet.
	- exercise and diet	Discuss exercise as related to diet.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Investigate the eating habits of athletes and professional dancers with relation to the nutrient requirements. Discuss the effects on the body of: - excessively high protein diets - high protein/low calorie diets - high carbohydrate diet; e.g., chocolate bars before activity Have students propose appropriate changes for their own eating styles in their personal portfolios. Resources: - Winning at Losing, Manitoba Milk Marketing Board - A Diet for Life, Simon and Shuster Publishing Co.
	g) foods and non-foods: - definition of non-food	Define a food as being something that provides nutrients in relation to the amount of calories.
	- consumption of non-foods today	Categorize foods and non-foods using a grocery bag full of boxes and cans.
	- nutritional problems caused by non-foods	Discuss the major nutritional problems resulting from excess consumption of non-foods: - high calorie - high fat - high sugar - low vitamin and mineral - high salt
	- costs of non-foods	Discuss the use of non-foods in social activities. Consider: - the cost of these foods as related to the nutrient content

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- the convenience of these foods Have students discuss appropriate consumption of non-foods and make a statement in personal portfolios. Evaluate foods and non-foods in local cafeterias, grocery stores and restaurants. Additional Resources: - Manitoba Milk Marketing Board charts - "For Tomorrow We Diet," 16 mm film, Department of Health and Community Services - Nutrition Canada Survey, Health and Welfare Canada
	- consequences of poor nutrition	List the possible consequences of the eating habits and lifestyles of Canadians: - no breakfast - lack of vitality - low citrus fruit - lack of resistance to disease - excess fast foods - obesity, cardiovascular problems
	- consequences of alcohol	- high alcohol consumption - liver disease and inhibition of sexual drive - low cereal intake - learning disabilities - fad diets - physical and emotional imbalance - bottle feeding (see Butterick Nutrition Basics - Transparency 4) Research the cost to society of poor nutritional habits: - increased taxes for health care - societal problems - food lines of children in Winnipeg Inner Core

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Resources: - "Eating on the Run," "Garbage in Your Gut," 16 mm films, Home Economics Directorate, 280 Portage Avenue, Winnipeg, Manitoba - Why Risk a Heart Attack? Manitoba Heart Foundation, 301 - 352 Donald Street, Winnipeg, Manitoba - Ask a pharmacist to speak to the class.
3. identify circumstances which dictate special nutritional requirements;	Special nutritional needs: a) at different stages of the life cycle: - pregnancy and lactation - effect of non-foods and other toxic substances on the fetus - childhood - adolescence - adulthood - old age	Diagram the life cycle. Note the special nutritional needs at each stage. Refer to Family, McClelland and Stewart, pp. 1-3. - pregnancy a) infant pregnancy (e.g., 11-year-old) b) adolescent pregnancy c) pre-menopausal pregnancy - lactation - infancy - adolescence - adult - elderly person Draw some generalizations from the information. a) A fetus is affected by the nutritional status of both parents before conception. b) A fetus is affected by the nutritional status of the mother before conception as well as during pregnancy. c) The nutritional needs of infants in the first year and of adolescents are greater than at any other time during the life cycle. d) Nutrition habits are developed early in life. Resources: - Position Paper on Infant Nutrition, Canadian Home Economics Association

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- "Crisis for the Newborn," 16 mm film, Alcohol Foundation for Manitoba - "Fetal Alcohol Syndrome," 16 mm film, Alcohol Foundation for Manitoba - "Nutritional Requirements of the Fetus," poster and filmstrip, Vitamin Information Bureau - "Inside My Mom," filmstrip, Home Economics Resource Centre
	b) nutritional needs during illness	Gather some sayings about food and illness and propose the basis for each; e.g., "Feed a fever, starve a cold," "Vitamin C will cure the common cold." Resources: - "An Apple a Day is not Enough," 16 mm film, St. John's Ambulance Red Cross Society
4. appraise their own nutritional status;	Assessment and alteration of nutrition: -patterns	Have students determine their own nutritional status on a scale of 1-10, considering: - nutrient value - cost - time - social activities Students can prepare a plan for personal improvement and place in personal portfolios. Resources: - Diet C Program, Computer program, Computer Services, Manitoba Department of Education
5. relate the world's food resources to the philosophy of the conserver society;	Food in the world today: a) primary vs. secondary sources of protein: - definition of primary and secondary proteins	Gather vegetarian cookbooks and prepare and taste some vegetarian foods. Using Diet for a Small Planet, Ballantine Books, define and discuss primary and secondary proteins.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
	- functions and sources of protein	Use information in the Butterick Nutrition Basics Kit.
6. identify costs of primary and secondary proteins;	- costs of primary and secondary proteins	Discuss the overall economic cost of eating primary sources of protein, such as legumes and cereals, as opposed to secondary sources, such as beef, veal, pork, etc. Relate to the conserver society philosophy.
7. examine food alternates;	- protein food alternates (soyburger)	Discuss research and production of synthetic "food alternates."
8. predict future eating patterns;		Have students make some predictions for future eating patterns of Canadians and add these to their personal portfolios.
	b) vegetarianism: - types of diets (lacto-ovo, total vegetarian)	List meat alternates. Discuss essential and non-essential amino acids as they occur in meats and their alternates. Propose combinations of alternates that would provide all the essential amino acids.
		Discuss the cost of meat as opposed to that of the alternates in providing an equal amount of total protein.
9. identify current nutritional controversies;	c) nutritional controversies: - organic or natural foods	Prepare some dried fruit/nut/seed combinations in class and compare the cost to similar combinations purchased in specialty stores. Have students bring samples of or recipes for unique natural foods (dandelion salad, etc.).

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
	- health food stores vs. supermarkets	Compare the food items available in a health food store and their cost to those in a supermarket. Discuss. Discuss the reasons for the proliferation of specialty food stores and determine their viability in our society. Resources: - Field trips to health food stores and supermarkets - Field trip to specialty stores - Diet for a Small Planet, Ballantine Books - Vegetarian Meal Planning Guide, Hyperion Press - "How a Hamburger Turns into You," NFB film, Home Economics Directorate - "Food for a Small Planet," 16 mm film, Department of Health and Community Services - "Vegetarianism in a Nutshell," filmstrip, Home Economics Resource Centre - "Moving Towards a Conserver Society," Canadian Consumer, June 1976
10. appraise sources of nutrition information;	Sources of nutrition information: - books - films - pamphlets - magazines and newspapers	Have students assess a combination of recommended and non-recommended books. Prepare some generalizations for reasonable assessment. Non-recommended if: - exclusion of any food - unreasonable consumption of any food - excess supplements - miracle cures for diseases or conditions - author has no qualifications in food science or nutrition - material contradicts most other well-known authors

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Resources: - List of Recommended and Non-recommended Nutrition Books, Manitoba Home Economics Association
11. describe the interconnectedness of food production, food processing and nutrients;	Producing and processing food: a) vitamins - functions and sources of common vitamins A, B, C, D, E, K b) vitamins are the nutrients most affected by processing of food	Describe the function in the body of each vitamin and list their sources (e.g., Vitamin C). Trace the path of some foods from production through processing, preserving and marketing: - local foods from the market gardens - imported foods from other countries - foods processed at home Discuss food processing as it relates to nutrient value, availability, subsequent cost, storage, consumer acceptability. Discuss costs affecting food production and processing. Discuss food production as leisure time activities: - hunting - fishing - gardening
	c) food advertising	Examine ads, jingles, commercials. Discuss the effect of media on Canadian consumption patterns. Have students prepare commercials.
	d) food labelling laws	Discuss food labelling in relation to content.
	e) cost vs. nutritional value - food prepared at home vs. restaurant meals - the fast food industry	Gather menus from various restaurants. Have students find a meal comparable to the meal "designed" for them by their partner and note the cost:

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- multiply x 3 = cost per day - multiply x 3 x 30 = cost per month Refer to nutrients itemized and consider cost. Calculate cost of a similar meal prepared at home. Have students work in dyads, each dyad analyzing a different "fast food" as to: - cost - nutrient value - time to prepare and eat Prepare recommendations as to the eating of each fast food. - who should? - who should not? - when? - how often? - to be eaten with what other foods? How students prepare a 5-10 minute seminar on the effect of the increasing number of fast food outlets with respect to: - cardiovascular disease - health related diseases - fitness related diseases - obesity - employment - family socialization - family financial situation - dental health - energy intensiveness of fast food industry, etc. Resources: - Field trip to supermarket and/or restaurants - Shopping for Food and Nutrition, Health and Welfare Canada

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- Trip to fast food outlet - MacDonald's Restaurants resource material - Nutri-Score, Methuen Publishers - Speakers: Manitoba Fruit and Vegetable Producers' Marketing Board - Food Market Commentary, Agriculture Canada - Food Basics, kit, Home Economics Resource Centre - Health Protection and Food Laws, Health and Welfare Canada - Conservation Offices, Energy, Mines and Resources - Farm Safety Division, Department of Agriculture films - Home Economics Directorate
12. identify and discuss additives in food;	Additives in food: - use vs. possible hazards	Collect articles on additives and food labels listing ingredients. List the additives and discuss the reasons for their use. Hold a panel discussion on "The Difficulties that the Technological Society Presents": - inadequate knowledge at any given time - changing knowledge - inadequate knowledge of the combination of chemicals - level of toxicity in an individual's complete diet Propose ways of limiting excess chemical consumption. Collect articles on pesticides, herbicides and fertilizers. Hold a panel discussion on "The Hazards and Benefits of Chemicals in Agriculture": - increase production

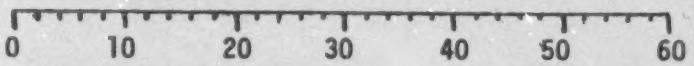
OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- surety of minimal production - third world status of food requirement - problems of illiteracy re: accurate use and handling - unknown health hazards - accidents Have students discuss appropriate use and make proposals in personal portfolio. Resources: - newspapers, journals - Food and Drug Directorate - "Food Hang Ups: Guide to Food Additives," filmstrip, Health and Welfare Canada - Agriculture Canada publications
13. describe the interaction of various foods and drugs;	Drugs and food	Discuss the effects of drugs on the absorption of nutrients and vice-versa: - drugs inhibiting absorption of nutrients - taking drugs before, after or with meals - effects of combinations of drugs and certain foods or beverages (including alcohol) at meals Resources: - Alcoholism Foundation publications - Manitoba Pharmaceutical Society publication
14. relate dental health to general health.	Dental health and its relation to general health: - nutrients required for good dental health - dental health problems related to lifestyle	List nutrients required for good dental health and their sources (Vitamin C, calcium, phosphorus, Vitamin D, fluoride). Discuss the relationships of the following North American lifestyles to the nutrient sources listed above: - the Indians - the Eskimo - the East Coast fishers

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Identify the components in the process of cavity formation. Identify proper oral hygiene measures and discuss with regard to typical Canadian life-styles. Survey and discuss the cost of dental work. Organize a debate on the addition of fluoride to water or; Have students interview members of the community as to their views and discuss or; Have students circulate a questionnaire on the topic and discuss the results. Have students draw some conclusions regarding their own oral hygiene and include in their portfolios. Guest speaker: Dentist or Dental Hygienist
III. INTERRELATIONSHIPS AMONG EXERCISE, GOOD HEALTH AND FITNESS The student should be able to describe the interrelationships among exercise, good health and fitness.	Students' experiences and perception of exercise: a) factors which affect choice of fitness activities: - family experiences - location (community, individual, home) - climate (seasonal) - cost	Divide class into dyads (A + B + C). Hand out a sheet of paper to each student. Assign the following tasks: 1. Enumerate all the various forms of exercise you have experienced since kindergarten. 2. List all those forms of exercise which you have not yet but hope to experience. 3. List all other forms of exercise that you know about, but probably will not participate in, for whatever reasons.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
	- competitive vs. recreational or lifelong activities	Have students compare their three lists and indicate the factors which have affected their choice of activities. Number them in the order of value and importance to them and their health. Now, have them share their respective lists with their partners, possibly stating why one is more important than another, and add to their own lists as appropriate. Have students include their lists in their portfolios. Share several lists with the entire class. Practice some exercises in class. Resources: - Moving into the Teens, Fitness Canada
	b) connections between fitness and general health	Using magazines and periodicals, students can search for pictures and/or articles on the subject. Consider: - what commercials say or imply - what editors/sportspeople say about the relation of fitness to general health Resources: - Physical Fitness: Who Needs It? Department of Education
	c) components of fitness: - muscular strength/ endurance - flexibiiity - cardiovascular endurance	Make several sources available to the students for some research work. Ask the students to write several paragraphs showing the relation of fitness to health and add to their personal portfolios. Use newspaper articles, current news events, texts, personal experiences and the experiences of acquaintances.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
	d) principles of exercise: - frequency - intensity - duration - type	Using the sources suggested, students can outline the components of fitness mentioned and enumerate several exercises under each. Learn about circuit training. See p. 23, Fitness Four (in resources). Demonstrate or have a student demonstrate the various forms of exercise. Have all students try them. Discuss the frequency, intensity and time of exercise. Ask each student to prepare a 10-minute circuit which he/she will try for a week, following the outline mentioned. After the week of circuit training, request a P.E. Instructor to come to class, or obtain instructions from P.E. Department re: how to assess the fitness level of the students and advise how to alter the students' fitness level.
	e) levels of personal fitness: - assessing fitness levels - altering fitness levels - limitation based on health problems	Develop an exercise program for a person with a handicap or health problem. Have students prepare a personal fitness strategy for future use and include in personal portfolio. Resources: - Moving into the Teens, Fitness Canada (includes a record, "Take a Break") - The New Aerobics, Bantam Books

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- Physical Fitness? Who Needs It! pamphlet, Department of Education Participation - Surprising: What You Don't Know About Fitness, Fitness Canada - 5BX & 10BX for Physical Fitness, Queen's Printer, Ottawa - Manitoba Centennial Physical Fitness Awards Plan, Department of Education - Canada Fitness Award Home Training, Canada Department of Health - Manitoba Physical and Motor Fitness Performance manual, Department of Education - Fitness Four, Manitoba Department of Education
IV. SAFE AND HEALTHFUL WORKPLACES The student should be able to explain the importance of safe and healthful workplaces.	Definition of a safe workplace and responsibility for making it so: - psychologically nurturing workplace - hazards in the workplace - effects of workplace hazards - responsibility of Unions in workplace safety - the Workers' Compensation Board - responsibility of management - responsibility of the individual	Ask small groups of students to make two lists: "The Three Most Important Characteristics of a Physically Safe Workplace," and "The Three Most Important Characteristics of a Psychologically Nurturing Workplace." Discuss areas of responsibility; i.e., management, union, personal. As a class, compare lists and discuss differences. At the next class, ask students to list ways people protect themselves (eyes, hearing, etc.) while at work. Explore various workplaces in the community and collect relevant news items. Share the lists. Discuss the long-term effects of workplace hazards. Brainstorm ways of avoiding/correcting problems. Ask students to write a statement of how this discussion might influence their career choice, to be included in their personal portfiolios. Discuss problem

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		of cost vs. safety in some shops; i.e., air vents, cooling systems, etc. Resources: - Labour unions - Workers' Compensation Board - Workplace Safety and Health Division, Educational Service Section, film catalogue and guest teachers available (phone: 944-3446)
V. DECISION MAKING	The relationships of decisions to goals. Types of decisions: - long term - short term	Have students establish their "Lifeline" (see Butterick Nutrition Basics Kit) or Personal Perspectives, McGraw-Hill Ryerson)  Create a series of goal cards (e.g., going to University, getting married) with past, present and possible future goals. Have students take turns drawing goal cards and indicate on the lifeline when they would expect to achieve that goal. Discuss which would be long or short term goals. List factors which affect reaching a goal. Another variation is to have students make up their own goals.
The student should be able to: 1. categorize decisions;	Factors affecting decisions: - habit - imposition - default - decision making strategy	Have students do their "Early Bird Recall" (see Butterick Nutrition Basics - Transparency 3). Have students list what they have done and consider their list as a series of decisions. Then, have them categorize whether it is a decision made by habit, default, etc. Have students indicate the advantages and disadvantages of each kind in left-hand column.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
2. use the decision making strategy;	Decision making strategies as plans of action: - analyzing choice situations (is there a choice?) - identifying goal - checking what is needed to make goals possible (resources) - checking alternatives (how many are there?) - weighing the consequences of each alternative - eliminating unsuitable alternatives - determining procedure needed to reach goal - activating choice - adjusting procedure - accepting responsibility	Working in small groups, students can consider the following situation: - Lynn, a 19-year-old with grade 10 education, is working in a local restaurant. She is engaged to Bruce, a young man in second year Engineering at the University of Manitoba. He has two years to study before he graduates. Lynn liked school, particularly science, but dropped out because of problems at home. She can't wait to get married so she can quit her job. Last March, on his way home from classes, Bruce was involved in an accident which left him paralyzed from the waist down. What should Lynn do now? What should Bruce do? Ask students to write a plan of action for each, based on their personal values. Consider, "What you would do in their place for the next two years?" Include consideration of career, education, marriage, etc. Share these plans, noting the variety of appropriate actions suggested. Save these plans for later use and include in student portfolios. Discuss the following questions in small groups: - What would our families think of our plans? - How much does the reaction of families and friends influence our planning? Ask students to note the ways they think their families direct their choices and include in their portfolios. For the next lesson, ask students to discuss their notes with their families. Ask their permission to share the results of the family

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		discussion during the next class. For second class, have each student report on the various reactions of family members, if permission has been granted. Resources: - People Making, Science and Behavior Books
3. relate the decision making process to community and family choices;	Needs vs wants: - conflict resolution - risk reduction - resource conservation	Have each student develop a list of "Forces from my family and community that influence my choices" for the portfolio. Have them share these with colleagues and ask their help in clarifying these statements.
4. generalize that decisions are not isolated situations.	Factors influencing decisions: - time problem (what you do one day affects what occurs the next) - cause and effect (individual decisions sometimes are affected by others' decisions) - value judgements made by others (i.e., parents, teachers, peers) - postponement of satisfaction - acceptance of responsibility	Ask students to list five choices they have made in the last two weeks. Small groups (triads) can share their lists and discuss whether or not these choices are "good" choices. Ask students to consider the following questions: Did the forces that influenced your choices come from others or were the decisions made because of your wisdom? Are the forces internal or external? Should there be a balance? Resources: - This is the Life, Copp Clark Publishing - Personal Perspectives, McGraw-Hill Ryerson
VI. THE RELATIONSHIP OF VALUES TO CHOICES AND GOALS The student should be able to:	Types of values: - moral - aesthetic How values are developed	Students should experience and discuss various "values oriented" exercises. (See Butterick Nutrition Basics - Transparency 5, and Milk Marketing Board.) Resources: - Values Clarification, Hart Publishers

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
1. illustrate the relationship between values and action;	The role of values and resources: - decisions made to reach goals - the effect of values on goals and decisions - the effect of resources on decisions	Working in small groups, students can re-consider the "Lynn and Bruce" situation. - What should Bruce do? Write a plan of action for each based on your personal values. "What you would do in their place for the next two years?" Include consideration of career, education, marriage, etc. - Share these plans, noting the variety of appropriate actions suggested. - Involve the whole class in discussing other case studies. On the basis of their present knowledge of themselves, have students draw a pie 15 cm in diameter and slice it to include the various characteristics or resources that make up their personality. Have them differentiate between strengths by alloting proportionately more to what they consider to be their strong or outstanding features. Leave space for the unknown or latent strengths. Have them include this in their personal portfolios. Have students meet in buzz sections (approximately 4) to discuss how or <u>why</u> they decided to slice the pie as they did. Also, discuss strengths which may not have appeared in the pie but to which they may aspire in the future. Have them add those strengths others may detect in them but which they had not included.
2. identify sources of self-knowledge and positive self-esteem.		Ask students to identify people who make them feel confident. Discuss: What do they do that has this effect on you? Have students examine the ways that they communicate in their family. Discuss: Do you feel you are allowed flexibility in those roles?

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Resources: - "I Just Don't Dig Him," 16 mm film, Department of Health and Community Services - People Making, Science and Behavior Books, Chapters 5 and 6
VII. FACTORS INFLUENCING EMOTIONAL HEALTH AND DEVELOPMENT	Factors influencing emotional health: - self-esteem - relationship between ways of communicating and self-esteem	Have individual students list five adjectives which describe them in a positive way. As a group, discuss whether the task was easy or difficult. Have students practice (one at at time, in front of group) introducing themselves, using some of their positive adjectives. Then, have them practice being awkward and embarassed as they introduce themselves. Resources: - How Do I See Myself? kit, #260-GM, Sunburst Communications, Room GM 23, 39 Washington Avenue, Pleasantville, New York, 10570 - Relationships, Ginn and Company
The student should be able to explain stress and stress management.	The nature and effects of stress	Define stress. Discuss: How well do you cope with stress? Have students identify ways of stress management that are workable personally and include in their personal portfolios. Have students evaluate themselves by listing things they think they do well and things that cause them anxiety. Have them discuss ways of reducing anxiety.

SECTION B - CONSUMER AND PRODUCER

CONSUMER AND PRODUCER

CONSUMPTION OF GOODS AND SERVICES

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
I. CONSUMPTION BY YOUNG PEOPLE The student should be able to: 1. distinguish among accumulation, consumption, and destruction;	The students' experience and perception of consumption. How resources are used: - accumulation - consumption - destruction	The students will trace their activities through one day, beginning with when they wake up in the morning. Using their personal lists, students can categorize each activity as involving consumption or production of goods and services. They can divide their consumption list into goods and services. Have the class compare and discuss their lists. - Why were certain goods chosen rather than others? - Who made the choices? What determined the choices? - Why were services required? Are there alternatives? Have students explain how they influence and are influenced by their parents' consumption; e.g., food, clothing, cars. Discuss consumption of resources which uses up available goods and services and destroys or depletes natural resources such as forests, oil and lakes.
2. generalize that expenditures are based on values assigned to needs and wants;	a) Motivation for consumption: needs, wants, values	Discuss values, using "An Introduction to Value Clarification" (aids to teaching about values), available from Home Economics Resource Centre (see Section A-VI).

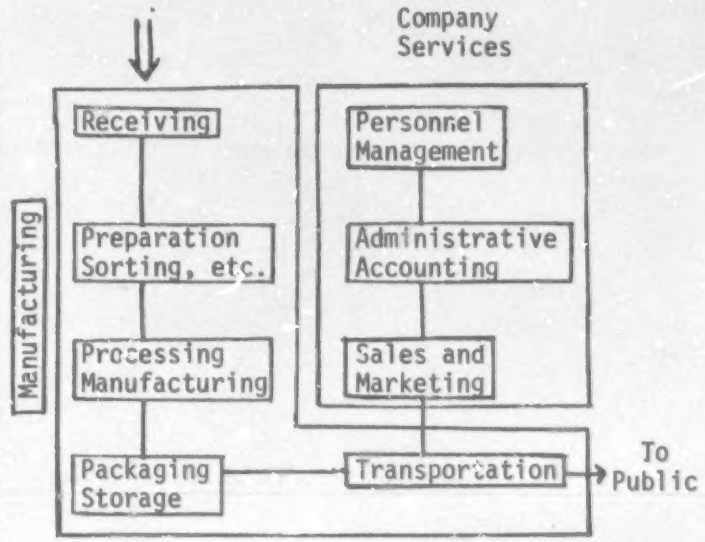
OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		The film, "Why Do You Buy" and slides, "Advertising and Consumer Motivations," also are available from the Home Economics Resource Centre. Have students do a bulletin board display or poster to illustrate consumer motivations.
	b) Setting priorities	Give students a list of ten goods and have them identify each as a need or a want. Using the same list, have them set up a needs-wants priority list.
3. describe the conflict between the consuming individual and the conserver society.	Ecological imperatives: food, energy, space, conservation, pollution	Speakers from: The Conserver Society, National Research Council, Conservation Officers, Manitoba Hydro, Environment Canada, Ducks Unlimited - "Moving Towards a Conserver Society," Canadian Consumer, June 1976, pp. 203, 5, 7, and 9
II. MANAGEMENT OF PERSONAL RESOURCES	Management of personal resources--budgeting: spending, saving, investing	- On The Dotted Line, kit, Manitoba Consumers Bureau Have students prepare an income-expenditure budget based upon present income.
The student should be able to:		
1. identify major expenditures;	Living within your income	Assign students a major project (in portfolios): "Getting a Job and Setting up an Apartment" - Consult the newspaper (or other sources) to find a job based on your present skills. List three jobs and try to determine salary. - Based on salary (use 67% of gross salary as take home pay.), set up a budget using consumer guidelines.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- Use newspapers or other sources to find an apartment (you can share with a friend). See two or three apartments, if possible. - With your teacher, determine the items which you will need to furnish the apartment. - Determine the cost of setting up an apartment. Use newspapers, catalogues, bulletin boards, etc. to determine the cost of getting established in the apartment. - Reconsider your original budget guideline in view of the costs which you have determined. Will you need to borrow money? What is involved in setting up if you plan to share?
2. demonstrate an understanding of the concept of credit;	a) Credit-granting methods and organizations b) Credit limits c) Use vs abuse of credit d) Credit as a savings mechanism	Explain and discuss promissory notes, time notes, demand notes, chattel mortgages, credit rating, 20% of fixed income guide, and personal bankruptcy. Films (available from Home Economics Resource Centre): - "Credit and the Consumer" - "Making Credit Work for You" - "Consumer Power-Credit"
3. identify legislation and agencies affecting consumers as purchasers, tenants, or borrowers;	a) Legislation affecting consumers: - Landlord and Tenants Act - direct sales legislation b) Consumer help agencies: - B.B.B. - C.A.C. - Rentalsman	Follow through a major purchase, such as a car. Have students examine the following documents: - offer to purchase - unconditional sales agreement - safe and unsafe vehicle permit - personal investigation act - consumer protection act with respect to credit agreements Film (available from Home Economics Resource Centre): - "Kicking Tires is Not Enough"

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
4. identify responsible consumerism.	Consumerism: - consumer responsibility - vendor responsibility - ecological responsibility (conserver society, see Section A, Objective II-5)	Speaker from Manitoba Consumers Bureau and/or Better Business Bureau. Discuss buyer-seller responsibilities. - "Consumer Rights, Responsibilities and Remedies," slides, Home Economics Resource Centre - Good Rentmanship, kit, Home Economics Resource Centre - The Landlord and Tenant Act, pamphlet, Manitoba Law Society - Help! - Handbook of Consumer Rights in Canada, booklet, available from Marketplace, c/o CBC, Box 500, Station A, Toronto, Ontario, K5W 1E6 Additional Resources: - Consumer Skills, Charles A. Bennet Co. - Consumer Today, Gage Publishing - Decision-Making for Consumers, J.C. Pekney, available at the Department of Education Library - The Canadian Consumer, Pitman - The Canadian Book of Money, Doubleday - The Consumer's Handbook - 99 Rip-Offs, McClelland and Stewart - Decide for Yourself - 100 Cases in Consumer Choice, John Wiley and Sons Canada Limited - Hassle Helper, pamphlet. A consumer information guide, available from Consumer's Association of Canada, 21 - 1373 Portage Avenue, Winnipeg, Manitoba, R3G 0V8.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
III. The student will examine security programs.	Security programs: - unemployment insurance - workers' compensation - disability insurance - pension plans (C.P.P. and private) - health insurance (Blue Cross, Green Shield)	A seminar presentation by students after group research. Invite a speaker from one of the insurance agencies to discuss types of insurance.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
IV. PRODUCTION OF GOODS AND SERVICES The student should be able to:	Production of goods and services.	Have students continue to compile a personal portfolio of class assignments and relevant materials.
1. identify a variety of ways in which people produce goods;	Types of production: - agriculture - engineering - fisheries - forestry - processing - artistic and literary	Have the students develop a list of types of goods produced in their area. Have the students examine their production list and categorize their activities into production of services and production of goods. The class will compare and discuss their lists. - Are they (students) producers? - What kinds of producers? What types of services or goods do they produce? - How do they compare to other members of the family: mother, father, sister, brother? - How will their role of producer change? Select a local firm which produces goods. Have the group discuss the types of goods or services produced. Consider a processed or manufactured product and elicit from the class the different areas or sections in a company which are involved in its production. Most processing firms have definite areas of responsibilities and activities.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		 Ask students, "Where would you most like to work?" (inside vs outside, office vs plant, etc.) How is the rest of the company's operation related to the sales and marketing areas?
2. identify a variety of ways in which people receive and/or provide services;	People-related occupations: - social services - medical and health - public services	Hold a panel discussion with a local store manager, a sales person, a customer and a student on the panel to describe the provision of services to public. Films: - "Careers and Attitudes," School Film Services - "One to One," School Film Services - "Women at Work - Change, Choice, Challenge," School Film Services

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
3. demonstrate an understanding of the concept of work;	Work: - definition of work - rewards of working - voluntary vs paid work	Ask students to brainstorm definitions of work, job and career. Have the class compare them to the definitions stated in a dictionary. Discuss the various views presented by the class. Have a panel discussion about voluntary and involuntary work. Invite guest spakers to be on the panel.

4. identify the roles of paid and unpaid work in one's life;	Work paid and unpaid:
	- work vs job or employment:
	  - part-time jobs
	  - babysitting
	  - house work
	- unpaid work:
	  - serving on student council
	  - working on school year-book
	  - fund-raising activities
	  - drama
	  - school credit
	  - voluntary work (Lion's Club, church group and community clubs)
		Suggested role play situations.
		
		Ask students to write a sketch of a work situation in which they have been involved. Then, have students discuss the satisfaction and needs that work satisfies.
		
		Have students discuss different jobs they have held (paid and unpaid).
		
		Ask students to write a resume, including paid and unpaid work. Keep the resume in the personal portfolios.
		
		Resources:
		- local personnel agency
		- local manpower counsellor
		- Advisory Council on Status of Women

5. identify various rewards and frustrations from working;	The rewards for paid and unpaid work: - monetary rewards - fringe benefits - self-esteem	Discuss the effect of rewards for work on the lifestyle of a person. Discuss the relationships of the rewards to status in society. Invite a volunteer worker and a paid worker to discuss their jobs and rewards with the class.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
	Frustrations from performing paid and unpaid work: - moretary - unhealthy working conditions - inadequate remuneration	Resources: - The Law is Not for Women, Copp-Clark Pitman - Handbook on Labour Market Experiences of Community College Graduates, Manitoba Department of Education
6. investigate the methods of career selection;	Job search methods: - strengths and weaknesses	Resources: - Canadian Classification and Dictionary of Occupations, Canadian Department of Manpower and Immigration - Career Planning One, Two, Three, Faculty of Education, University of Toronto - Career Planning Search for a Future Workbook, University of Toronto - Choices, computer program, Canada Systems Group, Ottawa - Career resource centres - Newspaper want ads
7. distinguish among a variety of working situations;	Working situations: - working for corporation - working for chain store - working for independent store - working for bank - farming and fishing - working with people - working with data - working with things - working for yourself	Discuss the advantages and disadvantages of working: - on your own - for a company - with a partner Have the students form dyads and ask them to list all the things they need to start a business. Later, discuss the ideas in the whole group. Have a mock company meeting with president, etc. Each student should be given a vote. Invite an independent businessman, a business partner and a company worker to hold a panel discussion on the advantages and disadvantages of being in their different situations (use brochures published by the company as resources).

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Films: - "I Want to Work for Your Company," Manitoba Department of Education - "Your New Job," Manitoba Department of Education
8. describe ways of organizing work and the workplace;	Organizing workplace: - the home - the school - the job site Organizing work: - setting priorities - making notes - dovetailing activities	Stress importance of organizing oneself, using examples such as: - studying for a test - employer setting priorities - setting priorities in academic and social life Bring in a working and a non-working parent to discuss organizing their work and workplace. Discuss time management.
9. explain the effect of career choice on lifestyle;	Influences of career choice upon one's own expectations and others' expectations. Examples: - waitress vs manager - nurse vs doctor - cleaning person vs secretary	Have students draw a lifeline graph indicating highs and lows in their life. Refer to Section A-V. Ask students to list their goals in life and how they plan to achieve them. Include this in their portfolios. Ask students to select an occupation of their choice and determine its effect on: - the car they drive - type of clothes they wear - type of social activities they attend - type of house in which they live Resources: - guest speakers from various occupations who have made career choices based on rewards other

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		than financial; e.g., homemakers, missionary workers - Index to Canadian Occupations, Canada Employment Centre
10. describe the changing roles of men and women in the workplace;	Equality in the workplace: - equal opportunity in employment, training, promotion, conditions and rewards - myth vs reality in career option - sex stereotyping - effect of law on equal employment	Discuss the role of women in the workplace. Invite male and female guest speakers to talk about roles of men and women in the 1950s and 1980s. Discuss unconventional jobs for men and women. Invite a speaker from the Advisory Council on the Status of Women Bureau. Invite a Canada Manpower counsellor or school counsellor to discuss training possibilities for men and women. Resources: - Women and Work, Canadian Advisory Council on the Status of Women - Women and Unions, Canadian Advisory Council on the Status of Women
11. describe the role of young people in the workplace;	- young men and women as present and future workers - educational and occupational planning - specific vocational preparation	Look at current employment statistics. Resources: - Creative Job Search, Department of Employment and Manpower - Occupational Outlook for Manitoba, Department of Education - Choices, computer program, Canada Systems Group, Ottawa - speakers from colleges and universities, professional and trade associations

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
12. demonstrate an understanding of the changing roles of minority groups in the workplace;	- define a minority group - employment of minority groups in the workplace - wages for minority groups	Invite speakers from community minority groups to explain their positions in the workplace. Resources: - Multiculturalism, Guidance Centre, University of Toronto
13. distinguish among the relationships which develop within the workplace.	Relationships: - with peers - with superiors - unions - conflicts which arise	Students can discuss simulated or real situations where they have to make decisions.

SECTION C - INTERPERSONAL RELATIONSHIPS

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
I. INTERPERSONAL RELATIONSHIPS The student should be able to:		
1. explain ways to meet personal needs and promote individual and family well-being;	Needs: - Maslow's Hierarchy of Needs as it applies to individuals and family	See Section A, Personal Development, for cross-reference.
2. demonstrate an awareness of personal values and resources by taking part in simulated experiences;	Self-concept: - values - sexual identity (roles, goals, cultural expectations)	Have students write a paragraph, entitled "Guess Who I Am," describing themselves without being specific about those characteristics that describe appearance. Read each out loud to class and have them guess the identity of each person. Were they identified easily? Why or why not? Do the students see themselves as others perceive them? - "Who Are You?" worksheet (Adult Roles and Functions, pp. 1-12), University of West Virginia, Board of Education. Have students keep a daily success record. After a week, review and place in personal portfolio. Values clarification exercises: Have students explain how an article from their purse, wallet or pocket reflects one of their values.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Have students discuss the word "values" and brainstorm the things which people value and what our society might value. Resources: - Me, Understanding Myself and Others, Charles A. Bennett Co., Inc., Chapter 3 - Values Clarification, Simon and Shuster - Sunburst: No. 260-GM - "How Do I See Myself?" No. 214-GM - "Personality: Roles You Play" No. 619-GM - "Life Goals: Setting Personal Priorities" - "Masculinity, Femininity," film, Home Economics Department, Department of Education - Personal Perspectives, McGraw-Hill Ryerson
3. distinguish personal communication styles;	Developing communication skills: - verbal/non-verbal communication - listening, talking	Play the games "Gossip," "Communication." Describe an accident or scene of a crime. Use students working together in various group structures (e.g., dyads, triads, etc.) to teach group dynamics; i.e., how a family operates as a communicating group. Resources: - Adult Roles and Functions, Curriculum Guide from University of West Virginia, p. F-22, West Virginia Board of Education - People Making, Science and Behavior Books
4. demonstrate an understanding of ways of analyzing human interaction and dynamics;	Dynamics of a relationship: - explore relationships throughout a lifetime - explore the concept of friendship	Expanding Circles: Have students make a chart showing contacts they have with others. Arrange in order of importance. The centre circle is "me," the next circle indicates most important contact or relationship, and so on.

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		Resources: - Me, Understanding Myself and Others, Charles A. Bennett Co., Inc., Chapters 1 and 12, Chart on p. 15
5. develop an understanding of self as a sexual being;	Sexuality: - learning about sexuality - your emerging sexuality - values and social behaviour - sexuality and behaviour	Resources: - Modern Human Sexuality, Houghton Mifflin Co. - "OK to Say No," film, Sunburst (98) - Me, Understanding Myself and Others, Charles A. Bennett Co., Inc., Chapters 16 and 17
6. demonstrate an acceptance of others as unique individuals;	Caring for others: - caring for a possession - caring for a creation - caring for a person - caring for a group - caring as promoting the interests of another (valuing others as they are and are becoming)	With the class, brainstorm a definition of "caring." Group the definitions into categories of caring and have students explain the significance of each type in their own lives. Students can add to personal portfolios. Have students look after an egg for two days. Tell the students: "You will be given a raw egg. This will be your total responsibility to look after for two days. You are to return the egg to class in good condition. This egg must never be left unattended at any time. Keep a record of your egg's care."
		<table><tr><th>Time</th><th>Egg Activity</th><th>What You Thought</th></tr><tr><td>e.g., Sept. 3, 3:00</td><td>Egg received. Held in hand until dismissal.</td><td>How can I safely care for this egg until Monday?</td></tr></table> Resources: - "Illness is a Family Affair," film, St. John's Ambulance, Film #2 - Relationships, Ginn and Co. - This is the Life, Copp Clark Pitman

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
7. examine the special needs of minority groups, such as the handicapped and the aged;	Special needs of minority groups: - physical needs (housing, clothing, food, transportation) - emotional needs - social needs - intellectual needs Emphasize common experiences and needs.	Have the students take part in simulation activities to help them understand the physical limitations of certain handicaps; e.g., blindfold eyes, use wheelchairs, braille reading. After this activity, have the students brainstorm a list of problem areas that handicapped people may encounter in their daily lives, such as clothing, kitchen facilities, toilets, transportation, etc. Ask students to suggest how these obstacles may be lessened to provide more independence for the handicapped. As a group, list and discuss the special needs of the elderly under categories such as food preparation, dietary needs, health care, companionship. Resources: - I'm Just Like You: Mainstreaming the Handicapped, kit, Sunburst Communications, Room 46, 39 Washington Avenue, Pleasantville, New York, 10570 - Society for Crippled Children and Adults. - Age and Opportunity Centre. - "The Later Years: Thinking, Discussing, Planning, Doing," from Illinois Teacher of Home Economics, Volume XXIV, No. 4, March/April, page 164 - "Ages and Stages in Illness," film, St. John's Ambulance - "A Full Life for Sara: Growing Up Different," Sunburst Communications - "OK to be Old: Approaches to Aging," Sunburst Communications

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
8. examine community agencies providing services to minority groups;	Roles of community agencies	Invite a speaker to the class to discuss the operation of a local community agency. Students can inquire in their community about facilities which would enable a handicapped person to gain independence in society, at all stages in their life. Resources: - nuring homes or personal care homes in your area - Manitoba School for the Deaf - C.A.M.R. - C.N.I.B. - Senior Citizen Clubs
9. demonstrate ways of working cooperatively to improve the community's caring resources.	Cooperative action to improve the community's caring resources	Arrange for class members to contribute some time as volunteers in a local agency or home and report on their experience (1-2 hours per week). Resources: - Speakers - people involved in community agencies as volunteers - Volunteer Bureau in Winnipeg
II. FAMILY ENVIRONMENTS AND FUNCTIONS The student should be able to:		
1. identify basic needs of family members in relation to life cycle stages;	Basic structure of the family: a) stages of the life cycle - newly married pair - expectant parents - parenthood - pre-school years - early school years	Diagram the stages of the life cycle (refer to Section A - Personal Development) for food requirements throughout the life cycle. Invite to the class people in various stages of the life cycle, to comment individually or as part of a group panel about:

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES

	- adolescent school years
	- launching years
	- empty nest
	- aging years
	- family needs during the life cycle
		- personal goals (current and future)
		- their families
		- their work and leisure
		- time usage
		- other topics
		- "Memories of Family," film, Manitoba Department of Education Film Library
		
		Another option is to assign individual students a particular stage of the life cycle. Ask them to interview people in that stage, and report back to the class.
		
		Resources:
		- Women and Aging: A Report on the Rest of Our Lives, Canadian Advisory Council on the Status of Women
		
		Analyze case studies to determine the degree to which basic needs are met and make recommendations for improving the situation.
		
		Resources:
		- A Family is ..., Copp Clark Pitman
		- Family, McClelland and Stewart, page 1
		- Your Marriage and Family Living, McGraw-Hill Ryerson, Chapters 12, 16, 17, 19
		- Speakers
		- People Making, Science and Behavior Books
		- Parenting: Fathers, Mothers and Others, kit, J.C. Penney
		- free
		  - New Directions for Public Policy: A Position Paper on the One-Parent Family, Canadian Advisory Council on the Status of Women
		  - One-Parent Family: ACSW Principles and Recommendations, Canadian Advisory Council on the Status of Women

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
2. compare alternative family groupings;	Varied lifestyles, cultural patterns, and alternative family groupings: - childless couples - communal family living - adoption - single parent families - reconstituted (step) families - ethnic influences	Discuss television programs showing various family lifestyles. Students may wish to describe their own families to the class. Obtain information from cultural groups or centres in your area (films, speakers). Resources: - Families: Canada, McGraw-Hill Ryerson - One Parent Families in Canada, University of Toronto Press - "Alternative Lifestyles," film, School Services of Canada, 66 Portland Street, Toronto, Ontario, M5V 2M8
3. compare roles and goals of family members;	Roles and goals of family members (age, sex, relationship): - sibling position in the family - changing roles and goals within the family during the life cycle	Students may write a short paper about the effects of an individual's place in the family (eldest, middle, youngest child). Have students make a personal lifeline (see "Lifeline Game" in Personal Perspectives, McGraw-Hill Ryerson, p. 50) to define their goals throughout their lives. Resources: - Families: Canada, McGraw-Hill Ryerson, Chapter 16 - Your Marriage and Family Living, McGraw-Hill Ryerson, Chapters 4, 19 - Re-examining Sex Roles, kit, Sunburst Communications - "Chart of Happy Living" from Canadian Mental Health Organization

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
4. explain how the family contributes to the development of its members;	Human resources in the family: - share rights and responsibilities - how the family contributes to its members	Have each student make a chart to show what each family member gives and receives from the family group. Some sample headings may be: - companionship - discipline - emotional support - food - clean clothes - house care - babysitting Resources: - Your Marriage and Family Living, McGraw-Hill Ryerson, Chapter 18
5. identify pressures upon the contemporary family;	How the family is affected by work patterns, career choices	Invite to the class, or assign class members to interview, people from a variety of jobs and careers; e.g., - homemaker - mother employed outside the home - self-employed person - workers subject to transfers (RCMP or armed forces)
6. evaluate the influence of major external forces on the family;	How the family is affected by external economic, social, and political forces. Effects of: - strikes and layoffs - high interest rates - inflation - company or industry centres - current permissive morality - federal and provincial government policies	Ask a social studies, economics or sociology teacher within your school to speak to the class about how the family today is affected by outside forces. Resources: - "Changes in Economic Aspects of Family Life," from Illinois Teacher of Home Economics, Volume XXIV, #4, March/April, 1981, p. 171 - Speakers: Bank managers, union leaders, politicians, family counsellors - One-Parent Families in Canada, University of Toronto Press

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
7. examine parenting;	Parenting: - birth planning - pregnancy - special and changing needs of children a) emotional - affection - belonging - independence - achievement - self-esteem - social approval b) physical c) intellectual d) character and social needs - responsibilities of parents	Ask students to interview their own parents about their views about the special needs of children. Resources: - Films from Public Health - Your Marriage and Family Living, McGraw-Hill Ryerson, Chapters 16, 17, 19 - Practicing Parenting, Butterick Publishing Company, student workbook also available - Preparation for Parenthood, kit, Sunburst Communications - Planned Parenthood of Manitoba - "Child Development Series," film, McGraw-Hill Ryerson - Fathers, Mothers and Others, kit, Butterick Publishing Company - "Purpose of Family Planning," film, NFB - The Growing Parent: Understanding Parenthood Series, kit, Department of Education
8. identify special needs of parents;	Needs a parent must have fulfilled	Have students complete questionnaire, "Am I Parent Material?" (Available from National Organization for Non-Parents, 806 Reisterstown Road, Baltimore, MD, 21208.) Interview classmate's parents. Resources: - "Raising Kids is Hard - When You're Alone It's Harder," a slide presentation. (See: Canadian Home Economics Journal, Spring, 1980.)
9. identify techniques for assisting and supporting parents;	Parenting courses (parent effectiveness training, self-help groups):	Resources: - speakers from P.E.T. or S.T.E.P. programs - speakers/workers from Health and Community Services, Children's Aid Society, family

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
	- S.T.E.P. - Parents without Partners - LaLeche League - other self-help groups	counsellors - post-partum counselling services
10. describe community agencies providing care for children and assistance for parents;	Agencies which provide child care (day care centres, nursery schools, social agencies, churches): - private day care - government day care - volunteer day care - costs involved - staff qualifications - activities and care provided - number of spaces provided in province	Students can visit day care centres and nursery schools, and compare them in terms of: - goals - costs - quality Resources: - Families: Canada, McGraw-Hill Ryerson, Chapter 17 - speakers from centres - parents in community with children in day care or nursery school - Coalition for Day Care (parent group) in Winnipeg
11. identify stress and crises in the family;	Stress and crisis in the family: a) money management - bankruptcy b) marriage failure - divorce - separation c) death and dying - stages of grief d) family problems - abuse (wife, child, the elderly) - alcohol - drugs - illness	Contact hospitals or doctors for people able to talk to the class about the effects on the family of the illness or death of a family member. Resources: - "The Conspiracy of Silence," film, Department of Health and Welfare - One-Parent Families in Canada, University of Toronto Press - Wife Battering in Canada, Canadian Advisory Council on the Status of Women - Your Marriage and Family Living, McGraw-Hill Ryerson, Chapters 14, 20, 21 - Violence in the Family, kit, Sunburst Communications - Living with Dying, kit, Sunburst Communications

OBJECTIVES	CONTENT	INSTRUCTIONAL STRATEGIES AND RESOURCES
		- Families: Canada, McGraw-Hill Ryerson - On Death and Dying, Macmillan - speakers - A.A., doctors
12. appraise legislation and agencies affecting family life.	Legislation affecting family life: - current acts which apply to family Support agencies: - Children's Aid Society - Klinic - Mount Carmel Clinic - psychological service centre (University of Manitoba) - Inter-faith Pastoral Centre (University of Winnipeg)	Invite a lawyer to the class to discuss current legislation affecting the family. Resources: - The Law is Not For Women, Copp Clark Pitman - Family Law in Manitoba, Government of Manitoba, 1981 - Women and the Constitution, Canadian Advisory Council on the Status of Women

RESOURCE MATERIAL

RESOURCE MATERIAL

PART A - PERSONAL DEVELOPMENT

SUGGESTED PRIMARY MATERIALS

Fremes, Ruth and Zak Sabry. Nutri-Score: Rate Yourself for Better Nutrition. Toronto: Methuen, 1974.

Meiklejohn, Phyllis. Family: Selected Sources. Toronto: McClelland and Stewart, 1969.

Nutrient Value of Some Common Foods. Ottawa: Health and Welfare Canada, 1976.

SUGGESTED SECONDARY MATERIALS

Goodspeed, Lila. This is the Life. Toronto: Copp Clarke, 1977.

Lafrancois, Guy. Of Children: An Introduction to Child Development. Belmont, California: Wadsworth, 1977.

Lappe, Francis Moore. Diet for a Small Planet. New York: Ballantine Books, 1969.

Paolucci, B. Personal Perspectives: A Guide to Decision-Making. New York: McGraw-Hill, 1973.

Prince, Francine. A Diet for Life. New York: Simon and Schuster, 1981.

Satir, Virginia. Peoplemaking. Palo Alto, California: Science and Behavior Books, 1972.

Simon, Sidney et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing, 1972.

Smith, Elizabeth B. Vegetarian Meal Planning Guide: A Lacto-ovo Vegetarian Diet. Winnipeg: Hyperion Press, 1979.

Westlake, Helen. Rolationships. Lexington, Mass.: Ginn and Co., 1972.

PAMPHLETS AND PUBLICATIONS

Canada's Food Guide Handbook. Ottawa: Health and Welfare Canada, 1979, revised 1982.

Change Your Lifestyle and Start Feeling Good. Regina: Saskatchewan Health, n.d. (Available from Saskatchewan Health, 3475 Albert Street, Regina, Saskatchewan, S4S 6X6.)

Cooper, K. E. The New Aerobics. New York: Evans Publishing, 1970.

Food for Top Performance. Winnipeg: Home Economics Directorate, n.d. (Available from Home Economics Directorate, 880 Portage Avenue, Winnipeg, Manitoba, R3G OPI.)

Food Market Commentary. Ottawa: Agriculture Canada.

Fitness Four. Winnipeg: Manitoba Department of Education, n.d.

Health Protection and Food Laws. Ottawa: Information Canada, 1971.

How Do I See Myself? New York: Sunburst Communications, #260-GM, 1978. (Available from Sunburst Communications,

Room GM23, 39 Washington Avenue, Pleasantville, New York, 10570.)

List of Recommended and Non-Recommended Nutrition Books. Winnipeg: Manitoba Diabetics Association and Manitoba Home Economics Association, n.d. (Available from the Manitoba Home Economics Association, 1025 Warsaw Avenue, Winnipeg, Manitoba, R3M 1C2.)

Manitoba Physical and Motor Fitness Performance Manual. Winnipeg: Manitoba Department of Education, 1967.

Moving into the Teens. Ottawa: Fitness Canada, n.d. (Single copies/classroom sets available free for teachers from Fitness Canada, Fitness and Amateur Sport, Secretary of State, Journal Building, 365 Laurier Avenue West, Ottawa, Ontario, K1A 0M5.)

The New Fit Kit. Ottawa: Fitness Canada, n.d. (Available from Fitness Canada, Box 5100, Thornhill, Ontario, L3T 4S5.)

Nutrition Canada: Food Consumption Patterns. Ottawa: Health and Welfare Canada, 1976.

Physical Fitness? Who Needs It: Toronto: Participaction Canada, 1972. (Available from Participaction Canada, 80 Richmond Street West, Suite 805, Toronto, Ontario, M5H 2A4.)

Position Paper on Infant Nutrition. Ottawa: Canadian Home Economics Association, 1979. (Available from Canadian Home Economics Association, 805 - 151 Slater Street, Ottawa, Ontario, K1P 5H3.)

Shopping for Food/Nutrition. Ottawa: Health and Welfare Canada, 1979.

Surprising: What You Don't Know About Fitness. Ottawa: Fitness Canada, 1972.

5 BX for Physical Fitness. Ottawa: Queen's Printer, n.d.

10 BX for Physical Fitness. Ottawa: Queen's Printer, n.d.

AUDIO-VISUAL MATERIALS

Posters, Filmstrips and Kits

Butterick Nutrition Basics Kit. Toronto: Butterick Publishing Co. (Available from Butterick Publishing Co., P.O. Box 4001, Terminal A, Toronto, Ontario, M5W 1H9.)

Food Hang Ups: Guide to Food Additives. Ottawa: Health and Welfare Canada. (Filmstrip about additives.)

Nutrient Value of Some Common Foods. Ottawa: Health and Welfare Canada, revised 1979. (Series of charts.)

Nutrition Kit. Winnipeg: Manitoba Milk Producers' Marketing Board. (Available from Manitoba Milk Producers' Marketing Board, 1580 Dublin Street, Winnipeg, Manitoba, R3E 0L4.)

Selected Nutrition Teaching Aids. Ottawa: Health and Welfare Canada. (Resource list.)

Winning at Losing. Winnipeg: Manitoba Milk Producers' Marketing Board. (Available from Manitoba Milk Producers' Marketing Board, see address above.) (Kit.)

Films (16 mm)

An Apple a Day is Not Enough. St. John's Ambulance Society.

Crisis for the Newborn. Alcohol Foundation of Manitoba.

Diet for a Small Planet. Lappe, Francies. New York: Ballantine Books, 1975.

Eating on the Run. Home Economics Directorate.

Fetal Alcchol Syndrome. Home Economics Directorate.

For Tomorrow We Shall Diet. Manitoba Department of Health. (Available from the Home Economics Resource Centre, 2nd Floor, 880 Portage Avenue, Winnipeg, Manitoba, R3G OP1.)

Garbage in Your Gut. Home Economics Directorate.

How a Hamburger Turns into You. NFB Films, Home Economics Directorate.

I Just Don't Dig Him. Manitoba Department of Health and Community Services.

Why Risk a Heart Attack? Manitoba Heart Foundation.

Miscellaneous

Diet C Program. Manitoba Department of Education, Computer Services. (Computer program.)

Take a Break. Fitness Canada. (Record - free.)

RESOURCE DEPARTMENTS

Agriculture Canada
Alcohol Foundation of Manitoba
Canadian International Development Agency
Conservation Offices, Department of Mines and Resources
Department of Labour, Workers' Compensation Board
Farm Safety Division, Department of Agriculture films
Home Economics Directorate
Manitoba Department of Agriculture
Manitoba Fruit and Vegetable Producers' Marketing Board
Manitoba Home Economics Association
Manitoba Milk Producers' Marketing Board
Manitoba Pharmaceutical Association

RESOURCE MATERIAL

PART B - CONSUMER AND PRODUCER

SUGGESTED PRIMARY MATERIALS

Cosgrave, Gerald P. Career Planning: Search for a Future. Toronto: Guidance Centre, University of Toronto, 1973.

_____. Career Planning: Search for a Future; Workbook. Toronto: Guidance Centre, University of Toronto, 1973.

Moving on to a Career. Ottawa: Canada Employment and Immigration, 1981.

On the Dotted Line. Winnipeg: Province of Manitoba Consumers' Bureau, n.d.

SUGGESTED SECONDARY MATERIALS

Bolles, R. M. What Color is Your Parachute: A Practical Manual for Job Hunters. Berkeley, California: Ten Speed Press, 1980.

Canadian Book of Money: The Complete Guide to Saving, Borrowing, Investing. Toronto: Doubleday, n.d.

Cosgrave, Gerald P. Career Planning, Volumes 1, 2, 3, 4. Toronto: Guidance Centre, University of Toronto, 1978-81.

Fraser, R. Looking at the Market Place. Toronto: Gage, 1978.

Freudeman, John F. The Canadian Consumer. Toronto: Copp Clark Pitman, 1972.

Gebalt, H. B. et al. Decisions and Outcomes. Toronto: Guidance Centre, University of Toronto, 1973.

Gordon, Lynn. Consumer's Handbook - 99 Commercial Rip-Offs (rev. ed.). Toronto: McClelland and Stewart, 1981.

McLeod, Keith A., ed. Multiculturalism. Toronto: Guidance Centre, University of Toronto, n.d.

Miller, James. Decide for Yourself: 100 Cases in Consumer Choice. Toronto: John Wiley and Sons Canada Ltd., n.d.

Mitchell, Joyce S. I Can Be Anything: Careers and Colleges for Young Women. Toronto: Guidance Centre, University of Toronto, n.d.

Oppenheim, Irene. Consumer Skills. Peoria, Illinois: Charles A. Bennett Co., Inc., n.d.

Ward, J. E. Looking at Consumer Credit. Toronto: Gage, 1981.

Women and Work. Ottawa: Canadian Advisory Council on the Status of Women, n.d.

Wood, J. C. Looking at the Consumer. Toronto: Gage, 1981.

Zuker, Marvin A. and June Callwood. The Law is Not for Women. Toronto: Copp Clark Pitman, 1976.

PAMPHLETS AND PUBLICATIONS

An Introduction to Values Clarification. Winnipeg: Home Economics Resource Centre, n.d.

Canadian Classification and Dictionary of Occupations. Ottawa: Department of Manpower and Immigration, 1971.

Career Selector. Winnipeg: Women's Bureau, 1976. (Available from the Women's Bureau, 241 Vaughan Street, Winnipeg, Manitoba, R3C 1T6.)

Careers Canada. Ottawa: Department of Manpower and Immigration, 1975.

Careers Manitoba. Ottawa: Employment and Immigration Canada, 1981.

Creative Job Search. Winnipeg: Department of Employment and Manpower, n.d.

Economic Value of Work Women Do at Home. Winnipeg: Advisory Council on the Status of Women, n.d. (Available from ACSW, 600 - 269 Main Street, Winnipeg, Manitoba, R3C 1B2.)

Forward Occupational Imbalance Listing (FOIL). Ottawa: Employment and Immigration Canada.

Handbook on Labour Market Experiences of Community College Graduates. Winnipeg: Manitoba Department of Education, 1982.

Hassle Helper. Consumers' Association of Canada, n.d. (Available from CAC, 21 - 1373 Portage Avenue, Winnipeg, Manitoba, R3G 0V8.)

Help - Handbook on Consumer Rights in Canada. Toronto: CBC, n.d. (Available from Marketplace, CBC, Box 500, Station A, Toronto, Ontario, M5W 1E6.)

Intentions of Grade 12 Students. Winnipeg: Manitoba Department of Education, Research Branch, 1981.

Index to Canadian Occupations. Ottawa: Canada Employment and Immigration, Advanced Development Division, 1982.

Landlord and Tenant Act. Winnipeg: Manitoba Law Society, n.d.

Manitoba Career Guide. Winnipeg: Manitoba Department of Education, 1982.

Occupational Outlook for Manitoba. Winnipeg: Manitoba Department of Education, 1982.

Women and Unions. Ottawa: Canadian Advisory Council on the Status of Women, n.d.

AUDIO-VISUAL MATERIALS

Posters, Filmstrips and Kits

Advertising and Consumer Motivations. New York: J. C. Penney, 1972. (Kit.)

Consumer Rights, Responsibilities and Remedies. Winnipeg: Home Economics Resource Centre.

Decision-Making for Consumers. New York: J. C. Penney, 1969. (Kit.)

Dynamic Consumer Decision Making Kit. New York: J. C. Penney, 1972.

Good Rentalsmanship. Winnipeg: Home Economics Resource Centre.

Films (16 mm)

Careers and Attitudes. Manitoba Department of Education.

Consumer Power-Credit. Home Economics Resource Centre.

Credit and the Consumer. Home Economics Resource Centre.

Kicking Tires is Not Enough. Home Economics Resource Centre.

Making Credit Work for You. Home Economics Resource Centre.

One to One. Manitoba Department of Education, School Film Services.

Trader Vic's Used Cars. Manitoba Department of Education, School Film Services.

Why Do You Buy? Home Economics Resource Centre.

Women at Work: Change, Choice, Challenge. Manitoba Department of Education.

Your New Job. Manitoba Department of Education, School Film Services.

Miscellaneous

Career Development. Manitoba Department of Education, 1981. (Resource guide.)

Western Spectrum. Toronto: Guidance Centre, University of Toronto, 1981. (Handbook of 1981-82 entrance requirements for post-secondary institutions.)

RESOURCE DEPARTMENTS

The Conserver Society
Ducks Unlimited
Environment Canada
Manitoba Consumers' Bureau
Manitoba Hydro
Manitoba League for the Physically Handicapped
National Research Council

RESOURCE MATERIAL

PART C - INTERPERSONAL RELATIONSHIPS

SUGGESTED PRIMARY MATERIALS

Westlake, Helen G. Relationships: A Study in Human Behavior. Lexington, Mass.: Ginn and Co., 1969.

SUGGESTED SECONDARY MATERIALS

Cowan, Beverley. A Family Is ... Toronto: Copp Clark Pitman, 1979.

Dulude, Louise. Women and Aging: A Report on the Rest of Our Lives. Ottawa: Canadian Advisory Council on the Status of Women, n.d.

Kubler-Ross, Elizabeth. On Death and Dying. New York: Macmillan, 1969.

Landis, Paul Henry. Your Marriage and Family Living. 4th ed. New York: McGraw-Hill Ryerson, 1977.

McLeod, Linda. Wife Battering in Canada. Ottawa: Canadian Advisory Council on the Status of Women, 1980.

Meiklejohn, Phyllis. Family: Selected Sources. Toronto: McClelland and Stewart, 1969.

Nemiroff. Practicing Parenting. Toronto: Butterick Publishing Co., n.d.

Paolucci, Beatrice et al. Personal Perspectives. Toronto: McGraw-Hill Ryerson, 1973.

Riker, A. P. and Charles Riker. Me, Understanding Myself and Others. Peoria: Charles A. Bennett Co., Inc., 1982.

Saxon, Burt and Peter Kelman. Modern Human Sexuality. Boston: Houghton Mifflin Co., 1976. (Teacher's Manual also available.)

Schlesinger, Benjamin. Families: Canada. Toronto: McGraw-Hill Ryerson, 1979.

Simon, Sidney, S., Leland W. Howe and Howard Kuschenbaum. Values Clarification: A Handbook of Practical Strategies for Teachers and Parents. New York: Hart Publishing Co., Inc., 1972.

Women and the Constitution. Ottawa: Canadian Advisory Council on the Status of Women, n.d.

Zuker, Marvin A. and June Callwood. The Law is Not for Women. Toronto: Copp Clark Pitman, 1976.

PAMPHLETS AND PUBLICATIONS

Chart of Happy Living. Canadian Mental Health Organization, n.d.

Family Law in Manitoba, 1981. Winnipeg: Department of the Attorney General, 1981.

Illinois Teacher of Home Economics. (Available from 351 Education Building, University of Illinois, Urbana, Illinois, 61801.) (Periodical.)

New Directions for Public Policy: A Position Paper on the One Parent Family. Ottawa: Canadian Advisory Council on the Status of Women, n.d.

One Parent Families: ACSW Principles and Recommendations. Ottawa: Canadian Advisory Council on the Status of Women, n.d.

One Parent Families in Canada. Toronto: Guidance Centre, University of Toronto, 1974.

AUDIO-VISUAL MATERIALS

Slides, Filmstrips and Kits

Adult Roles and Functions. West Virginia Curriculum Laboratory. (Available from Curriculum Development and Implementation Branch, Manitoba Department of Education.)

The Growing Parent. Understanding Parenthood Series. New York: Parents Magazine, 1974. (Kit.)

Parenting: Fathers, Mothers and Others. New York: J. C. Penney Co., 1975. (Kit.)

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Sunburst Communications. (Kits. Available from Sunburst Communications, 39 Washington Avenue, Pleasantville, New York, 10570.)

How Do I See Myself? - 260-GM
Personality: Roles You Play - 214-GM
Life Goals: Setting Personal Priorities - 619-GM
I'm Just Like You: Mainstreaming the Handicapped - 245-71
A Full Life for Sara - 408-GM
OK to be Old: Approaches to Aging - 273-GM
Re-examining Sex Roles - 075-71
Living with Dying - 110-71
Violence in the Family - 636-GM

Films (16 mm)

Ages and Stages in Illness. St. John's Ambulance.

Alternative Lifestyles. School Services of Canada. (Available from School Services of Canada, 66 Portland Street, Toronto, Ontario, M5V 2M8.)

The Conspiracy of Silence. Department of Health and Welfare. (Available from 880 Portage Avenue, Winnipeg, Manitoba, R3G OP1.)

Illness is a Family Affair. St. John's Ambulance.

Masculinity, Femininity. Home Economics Resource Centre.

Memories of Family. Manitoba Department of Education.

Purposes of Family Planning. Department of Health and Welfare. (See address above.)

RESOURCE DEPARTMENTS

Age and Opportunity Centre, Winnipeg
Canadian Association for the Mentally Retarded (CAMR)
Canadian National Institute for the Blind (CNIB)
Children's Aid Society, Winnipeg
Health and Community Services, Department of Manitoba Government
Manitoba School for the Deaf
Society for Crippled Children and Adults
Volunteer Bureau in Winnipeg